

STUDY HABITS AND ACADEMIC ACHIEVEMENT: A COMPARATIVE STUDY OF PRIVATE RESIDENTIAL SCHOOL CHILDREN AND RURAL GOVERNMENT SCHOOL CHILDREN

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ABSTRACT

The present study, aimed to study and compare the study habits of private residential school children and rural government school children. The study compares the study habits, it's gender differences and correlation with academic achievement of these two groups. Study Habits Inventory, by D. Mukhopadaya and D.N. Sansanwal, in 1983 to measure study behaviors, Marks obtained in English, Mathematics and Science, were considered to measure the Academic achievement. The sample comprised of 120 high achieving children, from each group.

The study concludes that, private residential school children were above average in Comprehension, Concentration, Task Orientation, Interaction, Drilling, Recording; average in Sets and Supports. Whereas, rural government school children were above average in Comprehension, Concentration, Task Orientation, Recording; average in Sets, Interaction, Drilling and Supports. Private, residential and rural government school children were below average, in Language. In private residential schools, boys and girls differed significantly, in Comprehension, Task Orientation and Sets. Whereas, in rural government schools gender difference was significant in Interaction, Task Orientation, Sets and Supports. There is a significant positive correlation of achievement in science, with Task Orientation dimension for both the group of children.

KEYWORDS: Academic Achievement Study Habits, Rural Government School Children & Private Residential School Children

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INTRODUCTION

Study Habits are styles of learning. These habits include, approaching study with the right attitude, choosing the right environment, minimizing distractions, setting a realistic schedule, and employing memory games, among others. Good learning styles, help in study effectively and efficiently. Study habits of individual will decide the success and failure of individual, in academics.

Effective study habits will help in time management, organization, prioritization and retaining the information. These will, in turn affect individual's attitudes, towards studies and better comprehension and concentration of the individual.

The study habits play a vital role in the Academic Achievement of the individual. These study habits are, in turn influenced by micro and macro environment of the individual. So, it is essential to study the contribution of

these study habits to the Academic Achievement, in different environments.

GENERAL OBJECTIVE

To compare the Study Habits, contributing to the Academic Achievement of private residential school children and rural government school children.

Specific Objectives

To study and compare the Study Habits of private residential school children and rural government school children.

To study and compare the gender differences, if any, in the contribution of Study Habits to the Academic Achievement of private residential school children and rural government school children.

To study and compare the contribution of Study Habits to the Academic Achievement of private residential school children and rural government school children.

REVIEW OF LITERATURE

Studies, with regard to Study Habits and Academic Achievement conclude that, more systematic and regular study habits were associated with High achievement (Patel, 1985; Misra 1992; Singh & Singh, 1995; Kaur, 1996; Tuli, 1997). Study habits were found positively and significantly correlated with the academic achievement (Tyagi, Harish Kumar, 2002; Panchalingappa, 2004, Sirohi, V.2004)

Under achieving rural girls, significantly differ in their study habits, from high achieving rural girls, of IX and X Classes (Premalatha Sarnia, 1986).

MATERIALS AND METHODS

Sampling Procedure

Selection of Schools

Popular Private Residential Schools were selected from daily newspaper advertisements, from different localities of Hyderabad City. Rural government schools, which had got more than 60 percent results in last three consecutive years, were selected for the office of commissioner ate of examination. A total of 17 schools were listed and selected.

Selection of Children

Children, studying in selected private residential schools and rural government schools, in IX and X classes with highest ranks (first 3-4 ranks) in the previous year, were selected. Total sample comprised 120 children, 60 from IX class and 60 from X class.

Tools and Techniques

Tools used for data collection, were Study Habits Inventory by D. Mukhopadyaya and D. N. Sansanwal, in 1983 to measure overt and covert study behaviors. Marks obtained in English, Mathematics and Science was considered to measure the Academic achievement.

Statistical Procedure used for the Data Analysis

Percentages, Arithmetic Mean, Standard Deviation, Two Sample Z Test, correlation were used for the analysis of the data.

RESULTS AND DISCUSSIONS

Table 1: Comparison of Frequency Distribution on Dimensions of Study Habits of Private Residential School Children and Rural Government School Children

Dimension		Categories of Scores obtained									
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-49	50-60
Comprehension(0-48)	Private residential schools	-	-	-	-	-	10(8.35)	30(25)	70(58.31)	10(8.35)	-
	Rural government schools	-	-	-	4(3.3)	14(11.6)	12(10)	46(38.3)	34(28.3)	10(8.3)	-
Concentration(0-40)	Private residential schools	-	-	-	-	10(8.35)	11(9.17)	90(74.97)	9(7.51)	-	-
	Rural government schools	-	-	-	2(1.6)	12(10)	38(31.6)	56(46.6)	12(10.00)	-	-
Task orientation (0-36)	Private residential schools	-	-	-	-	28(23.33)	12(10.00)	79(65.84)	1(0.83)	-	-
	Rural government schools	-	-	-	4(3.3)	32(26.6)	38(31.6)	44(36.6)	2(1.6)	-	-
Sets(0-28)	Private residential schools	-	1(0.83)	39(32.50)	80(66.67)	-	-	-	-	-	-
	Rural government schools	-	42(35)	54(45)	22(18.3)	2(1.6)	-	-	-	-	-
Interaction(0-12)	Private residential schools	5(4.17)	40(33.30)	75(63.37)	-	-	-	-	-	-	-
	Rural government schools	6(5)	88(73.3)	26(21.6)	-	-	-	-	-	-	-
Drilling(0-12)	Private residential schools	1(0.83)	51(42.50)	68(56.67)	-	-	-	-	-	-	-
	Rural government schools	12(10)	80(66.6)	28(23.3)	-	-	-	-	-	-	-
Supports(0-12)	Private residential schools	1(0.83)	71(59.16)	48(40)	-	-	-	-	-	-	-
	Rural government schools	16(13)	92(76.6)	12(10)	-	-	-	-	-	-	-
Recording(0-8)	Private residential schools	23(19.17)	97(80.83)	-	-	-	-	-	-	-	-
	Rural government schools	20(16.7)	100(83.3)	-	-	-	-	-	-	-	-
Language(0-8)	Private residential schools	100(83.33)	20(16.67)	-	-	-	-	-	-	-	-
	Rural government schools	88(73.3)	32(26.7)	-	-	-	-	-	-	-	-

Percentages in Parenthesis

Table 2

Dimension		Categories of Scores obtained (Percentages)		
		Below Average	Average	Above Average
Comprehension (0-48)	Private residential schools	-	8.35	91.65
	Rural government schools	-	24.9	74.9
Concentration (0-40)	Private residential schools	-	17.52	82.48
	Rural government schools	-	43	57
Task orientation (0-36)	Private residential schools	-	23.3	76.7
	Rural government schools	-	30	70
Sets(0-28)	Private residential schools	0.83	99.17	-
	Rural government schools	35	63.4	1.6
Interaction (0-12)	Private residential schools	4.17	33.30	63.37
	Rural government schools	5	73.3	21.6
Drilling (0-12)	Private residential schools	0.83	42.50	56.67
	Rural government schools	10	66.6	23.3
Supports (0-12)	Private residential schools	0.83	59.16	40
	Rural government schools	13	76.6	10
Recording(0-8)	Private residential schools	19.17	-	80.83
	Rural government schools	16.7	-	83.3
Language(0-8)	Private residential schools	83.33	-	16.67
	Rural government schools	73.3	-	26.7

Percentages in Parenthesis

In private residential schools, with regard to the comprehension it is found that, 92 percent of the children scored above average. In rural government schools, nearly 75 percent of the children scored above average and remaining 25 percent were in average group, which shows good comprehension ability of these children.

On the Component of Concentration, 82 percent of private residential school children scored above average. In rural government schools, there were slightly more number of children, in above average group (57%) than average (43%) group in this dimension.

In private residential schools with regard to Task Orientation 78 percent children were above average. Whereas in rural government schools, 70 percent of the children were above average, and 30 % were in average group on this dimension.

With regard to Sets, in private residential schools 99 percent scored average and only negligible percent were below average. In rural government schools in this dimension of Sets, 35 percent children were below average, nearly two thirds of children (63%) scored average scores and a negligible percentage (1%) of children scored above average.

Private residential school children, on the dimension Interaction (63%) and Drilling (56%) scored between 10 to 15, while the highest score is 12. That is, children scored higher on the dimension of Interaction and Drilling. Sixty percent of the children scored average and remaining 40 percent children, were above average, with regard to the dimension of Supports. Whereas, rural government schools, on the dimensions of interactions, drilling and supports, about 70 percent children scored average scores.

With regard to the dimension of recording, more than 80 percent of both Private residential school children and rural government school children scored above average. On the dimension of Language, 83 percent of private residential school children and 73 percent of rural government school children scored below average, which shows a good Recording ability, but poor Language of the children.

Table 3: Comparison of Mean Scores on Dimensions of Study Habits between Boys and Girls of Private Residential School Children and Rural Government School Children

Dimension		Boys		Girls		Z-Value
		Mean	Standard Deviation	Mean	Standard Deviation	
comprehension	Private residential schools	35.97	4.0030	34.30	3.9383	2.1843*
	Rural government schools	32.5555	5.0734	31.6190	6.1151	0.8694
concentration	Private residential schools	30.92	3.7675	30.80	3.4147	1.1825
	Rural government schools	29.7777	3.1812	29.8095	4.4572	0.04412
Task orientation	Private residential schools	27.93	4.1825	25.85	3.7453	2.5015*
	Rural government schools	28.4444	3.6288	26.7619	4.3398	2.1904*
Sets	Private residential schools	14.90	3.0602	16.07	4.0279	2.0005*
	Rural government schools	10.2777	2.4332	11.7857	3.9972	2.5320*
Interaction	Private residential schools	9.55	2.8368	9.85	2.5647	0.5827
	Rural government schools	8.4444	1.573	7.5	2.2521	2.6423**
Drilling	Private residential schools	8.70	2.5564	8.82	2.4278	0.2612
	Rural government schools	7.9444	2.1239	7.5714	2.3760	0.8501
Supports	Private residential schools	7.17	1.3302	6.82	1.7591	1.1097
	Rural government schools	5.8888	1.0079	6.4761	2.1647	2.0263*
Recording	Private residential schools	5.16	2.0337	4.67	2.0048	1.2496
	Rural government schools	5.9444	1.5296	6.1666	1.6992	0.7049

Table 3: Contd.,						
language	Private residential schools	4.43	1.1050	4.50	1.1180	0.2898
	Rural government schools	3.3888	1.3153	3.6904	1.8819	1.0040

*P<0.05 **p<0.01

In private residential schools, boys and girls differed significantly on three dimensions, namely Comprehension, Task Orientation and Sets. Boys were found to be superior in Comprehension, Concentration, Task Orientation, Interaction, Supports, Recording. Whereas, girls were superior in Sets, Drilling and Language. However, statistical significance was found, only for Comprehension, Task Orientation and Sets.

In rural government schools, boys and girls differed highly, at 1 percent probability level in Interaction dimension. Boys scored better than girls, on this dimension. Significant difference was also observed between boys and girls in Task Orientation, Sets and Supports dimensions, at 5 percent probability level. For Task Orientation, boys scored higher, whereas, girls scored high on Sets and Supports.

Table 4: Correlation between the Dimensions of Study Habits and Academic Achievement of Private Residential School Children and Rural Government School Children

Dimension	Scores Obtained			
		English	Mathematics	Science
comprehension	Private residential schools	-0.0849	0.1721	-0.0748
	Rural government schools	0.0119	0.1642	0.1289
concentration	Private residential schools	0.0655	-0.0932	0.2807*
	Rural government schools	-0.2910**	0.1021	0.1715
Task orientation	Private residential schools	0.2024*	0.0836	0.3146**
	Rural government schools	0.0212	0.1386	0.3054**
Sets	Private residential schools	-0.0595	0.2226	0.1401
	Rural government schools	0.1627	-0.1335	-0.0626
Interaction	Private residential schools	0.1058	-0.0355	0.0951
	Rural government schools	-0.2727**	-0.0284	-0.0607
Drilling	Private residential schools	0.0343	0.2299*	-0.0268
	Rural government schools	-0.0442	0.1411	0.1470
Supports	Private residential schools	0.0324	-0.0338	-0.0146
	Rural government schools	-0.10192	-0.0079	0.0172
Recording	Private residential schools	0.2235*	0.2402*	0.1494
	Rural government schools	0.0042	0.0276	0.2553**
language	Private residential schools	0.3882**	0.1044	0.0796
	Rural government schools	0.0667	-0.0669	-0.1091

*P<0.05 **p<0.01

In private residential schools, there is a significant positive correlation of marks in English, with regard to Task Orientation, Records and Language, marks in mathematics with Drilling and Records, marks in Science with Concentration and Task Orientation.

In rural government schools, highly significant negative correlation of Concentration and Interaction dimensions with English. Highly significant positive correlation of Task Orientation and Recording with the Science, is also evident from the table. There was no significant correlation between any dimensions of Study Habit, with Mathematics.

CONCLUSIONS

It can be concluded from the above discussion that, private residential school children were above average in Comprehension, Concentration, Task Orientation, Interaction, Drilling, Recording; average in Sets and Supports. Whereas,

rural government school children were above average in Comprehension, Concentration, Task Orientation, Recording; average in Sets, Interaction, Drilling and Supports. Both private residential and rural government school children, were below average in Language.

In private residential schools, boys and girls differed significantly in Comprehension, Task Orientation and Sets. Whereas, in rural government schools, gender difference was significant in Interaction, Task Orientation, Sets and Supports. There is a significant positive correlation of achievement in science, with Task Orientation dimension, for both the group of children.

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